
Global Agriculture Research Survey

Standard

A.12.1 Identify how political policies and issues shape and influence food and fiber systems (see D.12.4, D.12.8, D.12.13)

Directions

In this activity you will discover the impact local planning has on the state, the nation, and the world.

1. Interview five (5) individuals from a variety of backgrounds (student, business person, outdoors person, professional person, and retired person) using the questions on the Interview Report Form. Record your findings.
2. You will be divided into groups of 3-4. Share your interview findings with the group. Make a chart of your group's responses using the Reporting Chart. Evaluate the acreage and land uses that are preferred based on your interviews. Report your findings to the class.
3. In your small group, discuss and individually complete the Extension Questions.
4. On your own, complete the Reflection Form for evaluation.
5. Turn in all activities along with the scoring guide to your teacher for evaluation. In order to pass this assessment, you must receive a rating of "2" on each criterion. You may redo any activities as needed.



Interview Report Form

Occupation

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____

If you were given 10 acres of land what would you do with it?

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____

If you were given 20 acres of land what would you do with it?

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____

If you were given 40 acres of land what would you do with it?

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____

If you were given 80 acres of land what would you do with it?

Person 1 _____
Person 2 _____
Person 3 _____
Person 4 _____
Person 5 _____



Reporting Chart

Occupation					
Acres	Student	Business Person	Outdoors Person	Professional	Retired Person
10					
20					
40					
80					

Extension Questions

1. What environmental concerns would each land use choice pose?
2. What impact would the government play in the final usage of the land?
3. What effect would this have on the loss of farmland to urbanization?
4. What effect would the land uses have on the area infrastructure?
5. What about air pollution/quality, water pollution/quality and soil quality/pollution?
6. What effect does this have on our food and fiber system?



Reflection Form

1. In your opinion, what is the best use of the land? Why?

10 Acres

20 Acres

40 Acres

80 Acres

2. What role should politics play in the discussion on how we use land?

3. How does this local land use affect the states, the nation and world in:

Environmental Issues -

Agriculture Issues -

Food Distribution Issues -

Governmental Issues -



Student Name _____ Date _____

Global Agriculture Research Survey

Scoring Standard

You must achieve a rating of at least “2” on each criterion to demonstrate competence.

Rating Scale

3= Met and exceeded the requirements for the criterion.

2= Met the criterion.

1= Attempted the criterion. Some areas may require improvement.

0= Did not meet criterion.

Scoring Guide

Criteria	Rating	Comments
1. You interview five (5) people and document findings on the Interview Report Form	3 2 1 0	
2. Reporting Chart is complete for the small group summarizing interview information	3 2 1 0	
3. Small group reports on findings based on Reporting Chart	3 2 1 0	
4. Small group evaluates various uses of acreage	3 2 1 0	
5. You complete the Extension Questions	3 2 1 0	
6. You analyze the activity by completing the Reflection Questions	3 2 1 0	

Teacher _____ Date _____



Directions to Teacher

This activity would be most appropriate in the introductory portion of a course. It can be used in a variety of agriculture classes. The objective is to help students identify how political policies and issues shape and influence food and fiber systems. Stress that many individuals make up our global society and that all decisions impact others.

This activity will take two to four class periods. Copy all of the related handouts for each student. The Interview Report Form should be given to students 2-3 days before the group discussion takes place.

Agricultural Industry

Standards

A.12.2 Understand the variety, complexity, and size of the agricultural industry in the world (see SS D.12.2, D.12.8)

Prompt

Each group of students has been selected by their chosen country to attend a global food-trading symposium. The groups will be responsible for researching the food supplies and demands of the country and then buying, selling, or trading the commodities.

Directions

In this activity you will work with a group of your peers to create a country portfolio and represent your country at a food-trading symposium. You will either choose a group of fellow students to work with or you will be assigned to a group by your teacher. Each group will choose a different country that must be approved by the teacher. Your group will be responsible for researching information about that country in order to develop a country portfolio and role-play a representative from the country at a global food-trading symposium. Information can be gathered from the library media center or other resources provided by your teacher.

1. Working with your small group, choose a country to research. When you have made your choice, gain approval from your teacher.
2. Create a portfolio about your country. Include the following information in your portfolio:
 - Country profile (current economy, population demographics, and eating habits)
 - Agricultural commodities produced and imported by the country
 - Prices of commodities in the country's currency and in U.S. dollars
 - Pathway of food and fiber from producer to consumer at the local, state, national and international levels
 - Food processing abilities of the country
 - The infrastructure and transportation ability of the country
 - Food safety issues in the country
 - Existing trade agreements with other countries
 - Language and cultural characteristics

3. Prepare to role-play representatives from your country at a global food-trading symposium. The role-play will involve the following:
 - A short presentation of agriculture commodities that can be traded and those which are needed.
 - Keeping a record of each countries' surpluses and deficits.
 - Matching surpluses and deficits of agricultural commodities.
 - Recording contracts with other countries.
4. Working on your own, keep a daily journal summarizing the work performed by the group.
5. Working on your own, write a 1-2 page paper summarizing your findings and assessing your country's agricultural ability.
6. Submit your portfolio, your contracts from the role-play, your daily logs, the summary papers, and the scoring guide to your teacher for evaluation.

Global Agriculture Trading Portfolio

Scoring Standard

You must achieve a rating of at least "2" on each criterion to demonstrate competence.

Rating Scale

- 4= This project is superior. It is unusually detailed in its analysis and organized in its presentation.
- 3= This project is of high quality. The project targets at least one appropriate principle land use category. The economic, recreational, and wildlife habitat benefits are described in detail. All land descriptions are in the proper format. The project is organized and neat.
- 2= This project needs substantial improvement. The project lacks at least one appropriate principle land use category. There is not complete coverage of the economic, recreational, and wildlife habitat benefits. There is not uniform use of proper land descriptions. The organization and neatness of the project could be improved.
- 1= This project fails to meet the minimum level of competency in several areas.
- 0= Not exhibited.

Student Name _____ Date _____

Scoring Guide

Criteria	Rating	Comments
1. Portfolio includes the country's profile	4 3 2 1 0	
2. Portfolio lists agricultural commodities produced and imported by the country	4 3 2 1 0	
3. Portfolio lists prices of commodities in the country's currency and U.S. dollars	4 3 2 1 0	
4. Portfolio describes the pathway of food and fiber from producer to consumer at local, state, national and international levels	4 3 2 1 0	
5. Portfolio describes the processing abilities of the country	4 3 2 1 0	
6. Portfolio describes the infrastructure and transportation ability of the country	4 3 2 1 0	
7. Portfolio discusses the food safety issues in the country	4 3 2 1 0	
8. Portfolio lists existing trade agreements with other countries	4 3 2 1 0	
9. Portfolio describes language and cultural characteristics	4 3 2 1 0	
10. Portfolio records each countries' agriculture commodities surpluses and deficits	4 3 2 1 0	
11. Portfolio is neat	4 3 2 1 0	

Criteria	Rating	Comments
12. Portfolio is well-organized	4 3 2 1 0	
13. Role-play is well-organized	4 3 2 1 0	
14. Portfolio includes records of transactions with other countries from the role-play	4 3 2 1 0	
15. Daily journals are complete	4 3 2 1 0	
16. Final reflection paper assesses the country's agricultural ability	4 3 2 1 0	

Teacher _____ Date _____



Directions to Teacher

For this assessment you might consider matching the Agriculture class with a Social Science class to explore the issue of global agriculture. Divide the students into groups. Each group should select a different country. Groups will research information about their chosen country using the Internet and school library resources. Each group is responsible for preparing a portfolio about the country and role-playing that country at a global food-trading symposium.

Complete the activity by asking students the question: Why was the role-play so easy and real life isn't?

Resources: Internet keyword searches (global + agriculture + industry), (global + export + agriculture) and (global + currency + agriculture).

Global Mapping Country Comparisons

Standard

A.12.3 Describe how global interdependence benefits the production and distribution of food and fiber (see SS D.12.4)

Directions

You will be assigned several countries (and given the appropriate maps) to study by your teacher.

1. For each country research the following:
 - The major food and fiber products produced by the countries
 - The major food and fiber products needed by the countries assigned
 - The average yearly income of the citizens in the countries assigned
2. On the map for each country indicate each of the above items using visual identification and color.
3. Using the maps, complete the Needs Chart worksheet (attached).
4. Create a chart that shows the average retail cost of the following items in your countries: Rice, Wheat, and Bread.
5. Write a one-page reflection on the activity. Include the following information:
 - What is the economic advantage of producing food and fiber in one country vs. another country?
 - How does the interdependence of food and fiber production impact the price of consumer products?
 - Which country would have the most dependence on trading partners?